



# ST ANTHONY'S CATHOLIC PRIMARY SCHOOL




## French

### Overview of knowledge and skills

<p>Our intent is to:</p> <ul style="list-style-type: none"> <li>-develop the confidence and competence of all St Anthony's children in French so they are ready for the next phase of language learning.</li> <li>-help St Anthony's children develop and demonstrate substantial progress in the 4 key language skills necessary for learning a language, specifically French:             <ul style="list-style-type: none"> <li>• Speaking</li> <li>• Listening</li> <li>• Reading</li> <li>• Writing</li> </ul> </li> <li>-support St Anthony's children in developing a secure knowledge of the big concepts around language learning:             <ul style="list-style-type: none"> <li>• Language is a very effective mean of communication and so:</li> <li>• Knowing the sounds of the foreign language enables children to communicate more effectively. Repetition is a key element of sound acquisition.</li> <li>• Knowing how to form structures (sentences with a verb and subject) enables children to communicate accurately. Grammar knowledge is a vital part of any language lesson.</li> <li>• Knowing vocabulary to name things, places and people, to indicate actions and states and to describe nouns enables children to widen subjects of conversation.</li> <li>• Knowing their own language (spellings, grammar, rules of punctuation) and comparing it to the foreign language they are learning enables children to develop a deeper understanding of language.</li> </ul> </li> </ul>	<p>Implementation:</p> <ul style="list-style-type: none"> <li>-All classes will have access to a high-quality foreign languages curriculum using the Language Angels scheme of work and resources. This will progressively develop pupil skills and knowledge in foreign languages through regularly taught and well-planned weekly lessons in KS2 which will be taught by class teachers or the PPA team.</li> <li>-Children will progressively acquire, use and apply a growing bank of vocabulary, language skills and grammatical knowledge organised around age-appropriate topics and themes - building blocks of language into more complex, fluent and authentic language.</li> <li>-Planning is over a two-year cycle and matched, as much as possible, to other subjects taught on a half-termly basis: for example when Y3/4 classes are learning about Romans in History, they will also learn to describe what Ancient Romans might have looked like in French.</li> <li>-Planning takes into account skills progression as well as children's increasing knowledge of sounds, vocabulary and structures. Therefore, in Y3/4, the units covered are mostly Early Language units with some Intermediate units used in the Summer term. In UKS2, Intermediate are used mostly with Progressive units being the focus in the Summer term.</li> <li>-Children will build on previous knowledge gradually as their foreign language lessons continue to recycle, revise and consolidate previously learnt language whilst building on all four language skills: <b>listening, speaking, reading and writing.</b> Knowledge and awareness of required and appropriate grammar concepts will be taught throughout all units at all levels of challenge.</li> </ul>	<p>Impact:</p> <p>As they develop their skills and knowledge, through revisiting known structures and sounds, children will gradually know more, do more and remember more.</p> <ul style="list-style-type: none"> <li>- Pupils will continuously build on their previous knowledge as they progress in their foreign language learning journey through the primary phase. Previous language will be recycled, revised, recalled and consolidated whenever possible and appropriate.</li> <li>-Pupils will be aware of their own learning goals and progression as each unit offers a pupil friendly overview and unit core vocabulary sheets so that all pupils can review their own learning at the start and at the end of each unit.</li> <li>- Teachers will have a clear overview (as shown below) of what they are working towards and if they are meeting these criteria. They will use the <b>long-term, short-term</b> and <b>individual lesson plans</b> to ensure that they know what to teach and how to teach it in each lesson, across whole units and across each term.</li> <li>- End of unit assessments provided by Language Angels will only be used as appropriate, to check a specific skill such as listening. Mostly, an end of unit task such as a mindmap, a poster or filmed clips of children conversing in pairs will be used more informally to allow children to assess and review their own learning.</li> <li>- A summative assessment is also completed at the end of each Language Angels unit and used to ensure children are on track. This is kept on a general drive accessible by all teachers. As children move through the four years of KS2, teachers are able to ensure progress is happening. Children keep their French book over KS2, which effectively becomes a portfolio of their learning.</li> </ul>
--	--	--




### Lower KS2

<p><b>Year 3</b> Knowledge and skills progression</p>	<p><b>Listening</b></p>	<p><b>Speaking</b></p>	<p><b>Reading</b></p>	<p><b>Writing</b></p>	<p><b>Grammar</b></p>
	<ul style="list-style-type: none"> <li>• Listen and respond to familiar spoken words, phrases and sentences (e.g. simple instructions, rhymes, songs).</li> <li>• Develop understanding of the sounds of individual letters and groups of letters (phonics)</li> </ul>	<ul style="list-style-type: none"> <li>• Speak with others using simple words, phrases and short sentences (e.g. greetings and basic information about myself).</li> <li>• Speak aloud familiar words or short phrases in chorus.</li> <li>• Use correct pronunciation when speaking and start to see links between pronunciation and spelling.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and understand familiar written words and short phrases (e.g. basic nouns and first person "I" form of simple verbs) in written text.</li> <li>• Read aloud familiar words or short phrases in chorus.</li> </ul>	<ul style="list-style-type: none"> <li>• Write some familiar simple words from memory or using supported written materials (e.g. familiar nouns).</li> </ul>	<ul style="list-style-type: none"> <li>• Start to understand the concept of gender (masculine, feminine, neuter (if applicable) and how this is shown</li> </ul>

<p><b>Year 4</b> <b>Knowledge and skills progression</b></p>	<ul style="list-style-type: none"> <li>• Listen for and identify specific words and phrases in instructions, stories and songs.</li> <li>• Follow a text accurately whilst listening to it being read.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate by asking and answering a wider range of questions, using longer phrases and sentences.</li> <li>• Present short pieces of information to another person.</li> <li>• Apply phonic knowledge to support speaking (also reading and writing).</li> </ul>	<ul style="list-style-type: none"> <li>• Accurately read and understand familiar written words, phrases and short sentences (e.g. in fairy tales or character/place descriptions).</li> <li>• Accurately read a wider range of familiar written words, phrases and short sentences aloud to another person</li> </ul>	<ul style="list-style-type: none"> <li>• Write some familiar words, phrases and simple sentences from memory or using supported written materials (e.g. using a word bank).</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the concept of gender (masculine, feminine, neuter (if applicable) and which article (definite or indefinite) to use correctly with different nouns.</li> <li>• Introduce and use the negative form.</li> <li>• Begin to look at what a fully conjugated verb looks like.</li> </ul>
	 <p><b>Autumn</b></p>		 <p><b>Spring</b></p>		 <p><b>Summer</b></p>
<p><b>Year 3/4</b> <b>A</b> <b>Units content</b></p>	<p>1 Phonics 1&amp;2, Greetings unit lesson 1 then Introduce myself unit</p> <ul style="list-style-type: none"> <li>• France and French speaking countries</li> <li>• Asking and saying how you feel</li> <li>• Asking and saying your name</li> <li>• Numbers 1 to 10 and colours introduced</li> <li>• France and French speaking countries part 2</li> </ul> <p>End of unit assessment: hold a conversation with a partner</p> <p>2 Revise greetings, how you feel and your name then Animals early language unit</p> <ul style="list-style-type: none"> <li>• Five animals</li> <li>• Next 5 animals</li> <li>• Intro je suis...</li> <li>• 10 animals with article</li> <li>• Spellings and correct article, masc fem</li> </ul> <p>End of unit assessment: work in a group to create a set of snap cards to help your class revise animals (one side is the picture, the other is the French)</p>		<p>1 Revise greetings, numbers and animals then Shapes unit</p> <ul style="list-style-type: none"> <li>• First 5 shapes sing</li> <li>• Next 5 shapes sing</li> <li>• Review all 10</li> <li>• Numbers to 5 and shapes – plural of nouns</li> <li>• As above reinforced</li> </ul> <p>End of unit assessment: design a poster that could be used in Y1/2 to learn shapes in French and English</p> <p>2 Revise how you feel and your name then Vegetable unit</p> <ul style="list-style-type: none"> <li>• First 5 veg</li> <li>• Next 5</li> <li>• Asking for a weight of veg</li> <li>• Longer sentences with connectives</li> <li>• Role play activity</li> </ul> <p>End of unit assessment: practise the role play and present to your class</p>		<p>1 Revise greetings, shapes and colours and then Weather unit</p> <ul style="list-style-type: none"> <li>• Introduction of weather vocabulary</li> <li>• Consolidation of weather</li> <li>• Days of the week and weather</li> <li>• Weather map</li> <li>• Weather forecast</li> </ul> <p>End of unit assessment: present the forecast orally to your class with a partner or write a report for display</p> <p>2 Revise how you feel and your name, vegetables then Goldilocks unit</p> <ul style="list-style-type: none"> <li>• Listen to, repeat and learn the story – past tense singular and plural third person regular and irregular verbs</li> <li>• As above</li> <li>• Re order, consolidate the story</li> <li>• Storyboard the story – writing key sentences from memory of with support</li> <li>• Retell the story the story orally with or without support</li> </ul> <p>End of unit assessment: work with a partner to retell a section of the story so that the class as a whole retells the entire tale. Get it filmed!</p>

<b>Year 3/4</b> <b>B</b> <b>Units content</b>	<p>1 Phonics 1&amp;2 then Greetings unit</p> <ul style="list-style-type: none"> <li>• Say hello</li> <li>• Say your name</li> <li>• Say how you feel</li> <li>• Say goodbye</li> <li>• Say see you soon</li> </ul> <p>End of unit assessment: hold a conversation with a partner.</p> <p>2 Revise greetings, how you feel and your name then Colours unit</p> <ul style="list-style-type: none"> <li>• Five colours</li> <li>• Next five colours</li> <li>• Review</li> <li>• Numbers to 5</li> <li>• Numbers to 10</li> <li>• Review numbers</li> </ul> <p>End of unit assessment: learn to sing the rainbow song: <a href="https://www.youtube.com/watch?v=ARBKKO-sJGU">https://www.youtube.com/watch?v=ARBKKO-sJGU</a></p>	<p>1 Revise greetings numbers and colours then Ancient Britain unit</p> <ul style="list-style-type: none"> <li>• Reading for gist in context - Stone, Bronze and Iron Ages</li> <li>• Sentence structures first person singular I am a man/woman from (masc Fem nouns)</li> <li>• Sentence structure first person singular I have + tools (masc fem nouns)</li> <li>• Sentence structure first person singular I live in a (masc fem nouns)</li> <li>• Consolidate and review</li> </ul> <p>End of unit assessment: create a story board of someone from one of the ages (6 frames, include one for hello, name, how they feel, a man/woman from, tools, where they live)</p> <p>2 Revise how you feel and your name then Fruits unit</p> <ul style="list-style-type: none"> <li>• Five fruits</li> <li>• Five more fruits</li> <li>• From singular to plural</li> <li>• Opinion, first sing person I like</li> <li>• Opinion, first sing person I don't like</li> </ul> <p>End of unit assessment: write to a mystery penfriend in another class and say hello and how you feel. describe the fruits you like and don't like, the colours you like and don't like. Don't say your name! Can they guess who wrote the letter.</p>	<p>1 Revise consolidation and review lesson from Spring 1 Ancient Britain unit then Romans unit</p> <ul style="list-style-type: none"> <li>• Reading for gist in context – Romulus and Remus</li> <li>• Skip lesson 2 and go to lesson 3 : proper nouns and third person singular – listening and reading for gist in context</li> <li>• Skip lesson 4 and spend three lessons focusing on structure regular and irregular verbs first person singular</li> </ul> <p>End of unit assessment: create a mindmap using your French book to review all the language you have learnt this unit.</p> <p>2 Revise greetings and fruits then Habitats unit (intermediate)</p> <ul style="list-style-type: none"> <li>• Third person plural regular verb – sentence structure</li> <li>• Third person singular habitats in different countries</li> <li>• Third person plural regular verb to grow – sentence structure</li> <li>• Third person singular regular verb to live – sentence structure</li> <li>• Consolidation and review – sentence writing</li> </ul> <p>End of unit assessment: choose a biome and create an information text in French with lots of pictures and captions – work in a small group.</p>
	<b>Upper KS2</b>		

<b>Year 5</b> <b>Knowledge and skills progression</b>	<b>Listening</b>	<b>Speaking</b>	<b>Reading</b>	<b>Writing</b>	<b>Grammar</b>
	<ul style="list-style-type: none"> <li>• Listen attentively and understand more complex phrases and sentences in longer passages of the foreign language (e.g. instructions given, stories, fairy tales, songs and extended listening exercises).</li> <li>• Undertake longer listening exercises and be able to identify key words or phrases so as to answer questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Take part in short conversations using sentences and familiar vocabulary.</li> <li>• Present to another person or group of people using sentences and authentic pronunciation, gesture and intonation to convey accurate meaning.</li> <li>• Understand and express simple opinions using familiar topics and vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Read a variety of simple texts in different but authentic formats (e.g. stories, song lyrics (covering familiar topics), reading exercises with set questions, emails or letters from a partner school).</li> </ul>	<ul style="list-style-type: none"> <li>• Write simple sentences and short paragraphs from memory or using supported written materials (e.g. using a word bank).</li> <li>• Use verbs in the correct form (e.g. first person “I” or third person “he”, “she”, “you” in their writing to express what they and other people do, like etc.)</li> <li>• Check spellings with a dictionary.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the concept of gender (masculine &amp; feminine) and which article (definite or indefinite) to use correctly with different nouns.</li> <li>• Use the negative form, possessives and connectives.</li> <li>• Understand what the different parts of a fully conjugated verb look like and what each of the personal pronouns are.</li> </ul>

<p style="text-align: center;"><b>Year 6</b> Knowledge and skills progression</p>	<ul style="list-style-type: none"> <li>Understand the main points in passages of language spoken with authentic pronunciation and at authentic speed.</li> <li>Understand and identify longer and more complex phrases and sentences (e.g. descriptions, information, instructions) in listening exercises and be able to answer questions based on what they hear.</li> </ul>	<ul style="list-style-type: none"> <li>Use spoken language to initiate and sustain simple conversations on familiar topics or to tell stories from their own experience.</li> <li>Present to an audience about familiar topics (e.g. role-play, presentation or read / repeat from a text or passage).</li> <li>Use connectives to link together what they say so as to add fluency.</li> </ul>	<ul style="list-style-type: none"> <li>Read aloud with expression and accurate pronunciation.</li> <li>Read and understand the main points and more specific details from a variety of simple texts in different but authentic formats (e.g. stories, reading exercises with set questions, emails, letters from a partner school or internet sites in the target language (supervision required).</li> </ul>	<ul style="list-style-type: none"> <li>Write longer sentences and short paragraphs from memory or using supported materials (e.g. a word bank).</li> <li>Use verbs in the correct form (e.g. first person "I" or third person "he", "she", "you" and plurals "we" and "they" to express what they and other people do, like etc.)</li> <li>Identify and correctly use adjectives (e.g. colours or size) and connectives placing them correctly in a sentence and understand the concept of adjectival agreement (where relevant).</li> </ul>	<ul style="list-style-type: none"> <li>Understand the concept of gender (masculine, feminine, neuter (if applicable) and which article (definite or indefinite) to use correctly with different nouns.</li> <li>Understand what the different parts of a conjugated verb look like, know what each of the personal pronouns are, understand a verb stem and the different endings (where appropriate) for the main types of verbs.</li> <li>Be able to identify and correctly use adjectives (e.g. colours or size) and connectives and understand the concept of adjectival agreement (where relevant).</li> </ul>
	 <b>Autumn</b>	 <b>Spring</b>	 <b>Summer</b>		
<p style="text-align: center;"><b>Year 5/6</b> A Units content</p>	<p>1 Phonics 3&amp;4 then Presenting myself unit – 7 lessons needed</p> <ul style="list-style-type: none"> <li>Review Y3/4 A Autumn 1 and numbers to 10</li> <li>Review Y3/4 Autumn 1 and learn numbers to 20</li> <li>Numbers 10 to 20 and learn to say your age and ask others their age</li> <li>Review all and learn to say where you live and ask others where they live first and second person singular</li> <li>Review and learn to say your nationality using a simple sentence structure subject/verb/adjective ( masc/fem)</li> <li>Do not do end of assessment but review lesson 5</li> </ul> <p>End of unit assessment: create a passport to present yourself</p> <p>2 Revise say your age and ask others then Family unit</p> <ul style="list-style-type: none"> <li>Family members in simple sentence structure I am the ..., definite article, masc/fem nouns and plural form, phonics focus</li> <li>Revise and introduce possessive determiner my masc/fem/plural</li> <li>Revise and learn to talk about siblings, simple sentence structure I have ...</li> <li>Naming others, third person sing and plural of s'appeler</li> <li>Numbers to 100 in French, saying someone else's age, third person sing and plural of to have, pronouns he and she revised, possessive determiner second person sing and plural</li> <li>Do not do end of assessment but review lesson 5</li> </ul> <p>End of unit assessment: add more information to your passport by describing your family</p>	<p>1 Revise where you live and asking others then At home unit</p> <ul style="list-style-type: none"> <li>Learn the different types of home and locations – first person sing and verb to live, prepositions</li> <li>Learn to describe using there is there are and five rooms in a house</li> <li>Review above and add five more rooms – focus on indefinite article sing</li> <li>Learn the negative there isn't there aren't, use of conjunctions and/but, plural of nouns revised</li> <li>Revise all the language and practise different skills</li> </ul> <p>End of unit assessment: draw and describe your dream house – you might need to use a dictionary to find new words (watch out masc and fem)</p> <p>2 Revise saying your nationality then</p> <ul style="list-style-type: none"> <li>At the café unit</li> <li>Learn 6 drinks with indefinite article</li> <li>Learn 6 breakfast items with indefinite article</li> <li>Learn to ask what do you take for breakfast and answer, first and second person sing to take and revise all the vocabulary using that sentence structure</li> <li>Using structure and vocabulary, children survey their class and create a bar chart</li> <li>Learn snacks and drinks at the café – using the same structure</li> </ul> <p>End of unit assessment: children create a menu for their café and practise being a waiter or customer</p>	<p>1 Revise family members then Viking unit</p> <ul style="list-style-type: none"> <li>SKIP LESSON 1</li> <li>Revision of family vocabulary and introduction of descriptions using adjectives (masc/fem) and first person sing I am – then personality adjectives and adjectival agreement, longer sentences using and/but, revision of structure he and she is called and conjugation of verb to be present tense - THIS COULD BE TWO OR THREE LESSONS</li> <li>Revision of previous lesson then introduction of vocabulary to describe hair with present tense of the verb to have and sentences using first and third person sing</li> <li>Revision of previous lesson and introduction of vocabulary to describe eyes with present tense of the verb to have and sentences using first and third person sing</li> <li>SKIP LESSON 5</li> </ul> <p>End of unit assessment: create a wanted poster</p> <p>2 Revise types of home and locations then At school unit</p> <ul style="list-style-type: none"> <li>Introduce 10 school subjects in a simple sentence conjugating the verb to study definite article and noun for the subject</li> <li>Ask what others think and say what you think of a subject, revising I like and I don't like before adding I love and hate. SPEND ANOTHER LESSON learning reasons using adjectives (because it is ) and extending with and/but</li> <li>Learn basic time and review days of the week, and use to expand sentences with adverbials, using lessons 3 and 4 (do not do super challenge lesson 4)</li> <li>Review all language learnt using lesson 5</li> </ul> <p>End of unit assessment: children create a dream or nightmare school day with only their favourite subjects - they describe it and give reasons for their choices (I study ---- at 10am. I love ---- because it is ---)</p>		

<p>1 Phonics 3&amp;4 then</p> <ul style="list-style-type: none"> <li>• Review Y3/4 A Autumn 1 and numbers to 10 then</li> <li>• Intro the days of the week</li> <li>• Learn 12 months</li> <li>• Learn (revise for Y6) numbers 1 to 31</li> <li>• Saying the date</li> <li>• Saying when your birthday is</li> </ul> <p>End of unit assessment: learn the song and perform it for European day of Languages in assembly <a href="https://www.youtube.com/watch?v=C0tq8bP8tu">https://www.youtube.com/watch?v=C0tq8bP8tu</a></p> <p>2 Revise say your age and ask others then Pets Intermediate unit</p> <ul style="list-style-type: none"> <li>• Learn 8 common pets</li> <li>• Use simple sentence structure sing first person to have and extend using conjunction and – revise indefinite article masc/fem</li> <li>• As above and extend, reviewing expression that/who is called</li> <li>• As above and revise the negative form I don't have any</li> <li>• As above and extend sentences by also using the conjunction but</li> </ul> <p>End of unit assessment: as a group, create a reading exercise for another group in class just like the one on slide 26 of lesson 5&gt; You will need to draw pictures and write four descriptions. Can the other group match them correctly?</p>	<p>1 Revise numbers to 31, months and how to say your birthday then Olympic Unit</p> <ul style="list-style-type: none"> <li>• SKIP LESSONS 1 AND 2</li> <li>• Learn 10 modern sports</li> <li>• Review and the negative form of to do, faire, as well as looking at the present tense conjugation – take two lessons</li> <li>• Learn the profession of sports people using the verb to be in the present tense and masc/fem adjectives (and not a noun as in English)</li> </ul> <p>End of unit assessment: create a mindmap with all the vocab and sentences learnt</p> <p>2 Revise how to say that you have pets then Clothes unit</p> <ul style="list-style-type: none"> <li>• Learn 10 nouns with indefinite article</li> <li>• Learn 11 more nouns in the plural form and indefinite article</li> <li>• Review and use in a simple sentence with present tense of to wear, porter to describe what you wear, using conjunction and to extend and fronted adverbials – DO NOT DO CHALLENGE</li> <li>• Learn to describe clothes using adjectives – learn about the position of the adjective and that it should agree with the noun – do not do the challenge</li> <li>• Do not do lesson 5 at all</li> </ul> <p>End of unit assessment: children draw and write clothing with description for a fashion show – access to dictionary</p>	<p>1 Revise greetings and how to say how you feel then Healthy lifestyle unit</p> <ul style="list-style-type: none"> <li>• Learn 10 healthy foods and drinks</li> <li>• Learn 10 unhealthy foods and drinks</li> <li>• Review all language so far and learn how to use “some” in French and how it is not the same as in English</li> <li>• Learn 10 activities that make you healthy or unhealthy and put all language together</li> <li>• Do not do lesson 5</li> </ul> <p>End of unit assessment: children create a poster to promote healthy lifestyle</p> <p>2 Revise clothes then Habitats progressive unit</p> <ul style="list-style-type: none"> <li>• Learn five basic elements that plants and animals need to survive using the plural third person of to have (to have a need)</li> <li>• Five different habitats in the world – revision and extension of y3/4 language – focus on the basics but there are opportunities to listen for gist here</li> <li>• Learn extended sentences about adaptations and revise from 3/4 the verb to grow –</li> <li>• Learn which animals live in which habitat and revise from 3/4 the verb to live</li> <li>• Review all</li> </ul> <p>End of unit assessment: create a presentation as a group to describe one habitat and its animals and plants</p>
---	---	---